

# MFL- French Skills Progression



Strands	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>-Do they understand a range of familiar statements already taught?</li> <li>-Do they understand a range of familiar questions?</li> <li>-Can they repeat and sing well-known songs?</li> <li>-Repeat words modelled by teacher, showing understanding with an action.</li> <li>-Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</li> <li>-Recognise and respond to familiar sound patterns in French.</li> </ul>	<ul style="list-style-type: none"> <li>-Do they understand short passages made up of familiar language?</li> <li>-Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</li> <li>-Pick out known words in an 'authentic' conversation.</li> <li>-Children can understand and respond to a range of familiar spoken words and short phrases.</li> <li>- Listen for specific words and phrases in songs, stories and conversations.</li> </ul>	<ul style="list-style-type: none"> <li>-Do they understand short passages made up of familiar language by responding to simple retrieval questions?</li> <li>-Do they understand instructions, messages and dialogues within short passages?</li> <li>-Can they identify and note the main points and give a personal response on a passage?</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and show understanding of longer spoken passages and authentic conversations.</li> <li>-Identify key information and specific vocabulary from spoken language.</li> <li>-Understand the main points and simple opinions in a story, song or spoken passage.</li> <li>-Understand longer and more complex phrases and sentences containing familiar language.</li> <li>-Use context and prior learning to infer the meaning of unfamiliar words.</li> <li>-Respond to spoken passages through retrieval, sequencing and personal response activities.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>-Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>-Respond to familiar questions.</li> <li>-Understand and use classroom language.</li> <li>-Join in with songs, rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>-Memorising and presenting short spoken texts.</li> <li>-Asking and answering questions on several topics</li> <li>-Use common phrases.</li> <li>-Develop accuracy when pronouncing phrases.</li> <li>-Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare and practise simple conversations where they are saying 3-4 things.</li> <li>-Reuse familiar vocabulary in new contexts.</li> <li>-Express simple opinions.</li> <li>-Prepare a short presentation on a familiar topic.</li> <li>-Ask and answer questions on the current topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage confidently in short conversations with increasing spontaneity.</li> <li>-Use longer sentences and familiar sentence structures to create original spoken responses.</li> <li>-Ask and answer questions on a range of familiar topics without relying on written support.</li> <li>-Express opinions and give simple reasons for those opinions.</li> <li>-Present information or perform a short presentation to an audience.</li> </ul>

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		E.g. animals/pets.	-Can produce short phrases independently within a familiar topic with good pronunciation.	-Use spoken language to initiate and sustain a conversation using familiar vocabulary and structures.
<b>Reading and responding</b>	<ul style="list-style-type: none"> <li>-Can they read and understand single words and short phrases?</li> <li>-Can they read aloud single words and phrases?</li> <li>-Begin to recognise written vocabulary / single words.</li> <li>-Begin to recognise written phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-Can they read and understand short and simple texts using familiar language, already taught?</li> <li>-Can they identify familiar words from a short, simple text and give a response?</li> <li>-Can they read independently?</li> <li>-Begin to recognise simple written phrases.</li> <li>-Recognise simple written phrases and understand a range of familiar written phrases.</li> <li>-Identify familiar words from a short, simple text and respond appropriately."</li> <li>-Follow a short familiar text while listening.</li> </ul>	<ul style="list-style-type: none"> <li>-Can they read and understand short texts (including short stories) using familiar language already taught?</li> <li>-Can they identify and note the main points and give a personal response?</li> <li>-Read and show understanding of more complex written phrases.</li> <li>-Read and show understanding of a piece of writing based on the current topic.</li> <li>-Read short passages and pull answer questions on what they have read.</li> <li>-Can identify the main points from a short text and give a personal response.</li> <li>-Can reread and understand a range of short texts independently.</li> </ul>	<ul style="list-style-type: none"> <li>-Practise reading longer texts aloud, containing taught phrases and vocabulary.</li> <li>-Children can understand a short text made up of short sentences with familiar language on a familiar topic.</li> <li>-Can use a dictionary or word list.</li> <li>-Can read and understand the main points and some detail from a short passage.</li> <li>-Can identify different text types and use a dictionary or word list to support understanding.</li> </ul>
<b>Grammar and writing</b>	<ul style="list-style-type: none"> <li>-Can they copy a short familiar phrase?</li> <li>-Can they write or word process set phrases we use in class?</li> <li>-Copy simple vocabulary.</li> <li>-Children can write some single words from memory, with plausible spelling.</li> </ul>	<ul style="list-style-type: none"> <li>-Can they write 2–3 short sentences on a familiar topic?</li> <li>-Children can write simple words and several short phrases from memory.</li> <li>-Children use understandable spelling.</li> <li>-Can use indefinite and definite articles with singular and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>-Can they write what they like and dislike about a familiar topic?</li> <li><i>J'aime... J'adore... Je déteste... Je n'aime pas...</i></li> <li>-Can they use short phrases to give a personal response and/or an opinion?</li> <li><i>Je préfère... Je voudrais...</i></li> </ul>	<ul style="list-style-type: none"> <li>-Adapt taught phrases to create new sentences.</li> <li>-Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</li> <li>-Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</li> </ul>

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- Children can, with support, substitute one element in a simple phrase to vary the meaning.  
-Can use indefinite articles in the singular with masculine and feminine nouns.  
-Can use the high-frequency verb forms (I have, it is, there is/are).

-Can use prepositions of place and sequencers.

-Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.  
-Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.  
-Can use all persons of several regular verbs in the present tense (with the support of a frame).